

Supportive Phrases to Use with Students while Assessing at Home

Before the assessment	<ul style="list-style-type: none">• “The Diagnostic helps you find out what you know, understand what you are ready to learn, and will help you get ‘just right’ lessons.”• “Try your best and do not rush, but do not spend too much time on a question.”• “Remember, the Diagnostic is adaptive. This means the questions change based on your answers to earlier questions. You will see some questions you don’t know. That is okay! Just try your best.”• <i>For Mathematics:</i> “Use your scratch paper to show your work on each question.”• <i>For Reading:</i> “Read each passage carefully.”
Throughout the assessment (every 8–10 minutes)	<ul style="list-style-type: none">• “I can tell you are very focused. Keep up the good work!”• “Great work, you have [number] minutes left.”• “Nice job showing your work/reading each passage carefully.”
If a student is rushing	<ul style="list-style-type: none">• “I noticed you seem to be clicking through quickly. Remember, take your time and try your best.”
If a student is moving too slow	<ul style="list-style-type: none">• “It seems like you are stuck on this one problem. It’s okay if you do not know the answer. Make your best guess and move on to the next question.”
If a student is starting to feel frustrated, mad, upset, etc.	<ul style="list-style-type: none">• “Wow. That looks like a very advanced question! That likely means you have been answering a lot of questions correctly. Don’t get [frustrated, mad, upset, etc.]. Make your best guess so the assessment can find your ‘just right’ level.”• “Let’s take a quick break! Do you want to finish this question now or when you get back?”
If a student asks for help	<ul style="list-style-type: none">• “Just like when you take the test at school, I can’t help you find the answer. We want to find out what you know, not what I know. It’s okay if you are stuck!” Use the following suggestions:<ul style="list-style-type: none">– <i>For Mathematics:</i> “Try working out the problem on paper.”– <i>For Reading:</i> “Try going back and rereading the text.”– “Try using a strategy that worked in a similar question before.”– “It’s okay if you don’t know it. You are going to get some challenging questions, which means you are answering a lot of questions correctly. Make your best guess and move on to the next question!”
After the assessment	<ul style="list-style-type: none">• “I’m really proud of you. You did a great job [taking your time, showing your work, persisting through challenging questions, etc.]”